

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2.a.](#) and [1003.4201](#), Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401](#), [Florida Administrative Code \(F.A.C.\)](#), [Student Performance Standards](#). This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Laura Raffield	lraffield@fcsdfl.org	850-670-2810 Ext. 4117
Data Element	Richie Herrington	rherrington@ettpro.net	
Third Grade Promotion	Jennifer Fowler	jfowler@fcsdfl.org	850-670-2800 Ext. 3116
Multi-Tiered System of Supports	Kristi Miller	kmiller@fcsdfl.org	850-670-2800 Ext. 1815
Other (Literacy Coach)	Katrina Ham	kham@fcsdfl.org	850-670-2800 Ext. 1814

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b.](#), F.A.C.)

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. [1002.33\(7\)\(a\)2.a.](#), [1003.4201](#) and [1008.25\(3\)\(a\)](#), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	\$82,088.00	1.0
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	2,821.82	
Third grade summer reading camps	\$15,000	
Summer reading camps	\$7,000	
Secondary Expenses		
Literacy coaches		
Intervention teachers	\$45,326.18	0.5
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$153,736	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	6%	3%	70%	80%

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

The district will provide training on reading interventions for VPK. Franklin is partnering with PAEC to support the PreK teachers through learning walks with school and district administration to observe instruction and classroom management. They will also work with teachers and staff to do data dives to analyze PM1 and PM2 data to find areas of strength and areas in need of support to plan for student growth for all students. PAEC and school administrators will provide PL on student engagement, differentiated instruction and instructional strategies to increase student age-appropriate reading proficiency. This will include instructional strategies for tier 1, tier 2 and tier 3 instruction, as well as tier 2 and tier 3 interventions. The VPK teacher will provide reading interventions to VPK students who score below the 10th percentile on the FAST STAR Early Literacy Assessments PM 1 in the Fall of 2026. The district will continue to monitor the FAST ELA data, communicate with parents/guardians and teachers regarding intervention status based on the performance data.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	15%	10%	62%	75%
1	25%	20%	52%	75%
2	51%	20%	26%	70%
3	37%	25%	43%	60%
4	24%	20%	54%	70%
5	32%	20%	40%	70%
6	25%	20%	51%	70%
7	22%	20%	57%	65%
8	28%	20%	34%	70%
9	25%	20%	41%	60%
10	19%	15%	64%	70%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST Reading- 3 times per year STAR-3 times per year	FAST- 3 times per year STAR-3 times per year Classroom Performance through FOCUS-ongoing MTSS Process-ongoing

Actions for continuous support and improvement	Bimonthly district/school leadership team meetings to review literacy data Monthly walkthroughs Support for PLCs SRLD Support LLT will meet monthly	Bimonthly district/school leadership team meetings to review literacy data Monthly walkthroughs focused on literacy look-fors Ongoing participation in PLCs SRLD support LLT will meet monthly
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST Reading-3 times per year STAR Reading-quarterly Map Reading-3 times per year (intensive reading students)	FAST Reading-3 times per year STAR Reading-quarterly MAP Reading-3 times per year (intensive reading students) Classroom Performance through FOCUS-ongoing MTSS Process-ongoing
Actions for continuous support and improvement	Bimonthly district/school leadership team meetings to review literacy data Monthly walkthroughs Support for PLCs PAEC ELA Support-classroom walkthroughs and side-by-side planning LLT will meet monthly	Bimonthly district/school leadership team meetings to review literacy data Monthly walkthroughs focused on literacy look-fors Ongoing participation in PLCs PAEC ELA Support-classroom walk-throughs and side-by-side planning
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST Reading-3 times per year STAR Reading-quarterly MAP Reading-3 times per year (intensive reading students)	FAST Reading-3 times per year STAR Reading-quarterly MAP Reading-3 times per year (intensive reading students) Classroom Performance through FOCUS-ongoing MTSS Process-ongoing
Actions for continuous support and improvement	LLT will meet monthly PAEC ELA Support-classroom walk-throughs and side-by-side planning quarterly	Bimonthly district/school leadership team meetings to review literacy data,

		including classroom performance Refer students to MTSS and monitor tier 2 and tier 3 interventions with continued monitoring Monthly walkthroughs focused on literacy look-fors Ongoing participation in PLCs PAEC ELA Support-classroom walk-throughs and side-by-side planning quarterly
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2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

We will monitor student data and effectiveness of instruction monthly, making data a focus of at least one PLC a month, giving teachers the tools to address gaps and build on strengths in a timely manner. We will also monitor the effectiveness of ongoing literacy coach professional development offerings for teachers, determining what is less effective, and enhancing practices that show positive student growth for the teachers who participate.

3. Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.

PLCs for grade levels/departments will be held with teachers, school level administrators and literacy coaches to review progress monitoring data shared by the assessment coordinator. PLC members will discuss effective implementation of instruction and areas of improvement.

Monthly faculty meetings will be held to communicate goals and data.

Reading walkthroughs will be conducted monthly. Teachers in need of additional support will be assigned an instructional coach and will start a coaching cycle to improve the needed area. They will work with the coach to set the goal and coaching, modeling, planning support will be provided by the coach. The coach will report the progress to the principal.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Student data includes FAST PM, STAR Early Literacy and STAR Reading, and classroom performance. The assessment coordinator provides data to school administrators. School level administrators monitor student progress through FOCUS. School administrators review lesson plans and conduct walk-throughs to observe teachers providing whole group and small group instruction to support student learning. The MTSS team meets to develop intervention plans for tier 3 reading students, who have been found to have an achievement gap and/or reading deficiency. The MTSS coach provides guidance to all instructional staff during pre-planning, and ongoing as needed, on the MTSS process. School level administrators are responsible for the implementation of the MTSS process and plans. MTSS meetings are ongoing to monitor tier 3 student progress.

C. Literacy Coaches ([Rule 6A-6.053\(4\)](#), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?

☒ Yes

☐ No

2. If no, please describe the evidence-based coach model the district is using.

N/A

3. How is the district's literacy coach model communicated to principals?

Completion of the principal/coach agreement will guide the coaching work and help them communicate. This agreement is completed step by step with the coaches, school principal and director of curriculum and instruction to explain the areas (Roles and responsibilities, clients who are working with the coaches, boundaries that the coach will not do and support and resources that the coaches need to complete the tasks).

4. How does the district support literacy coaches throughout the school year?

District administrators, Director of Curriculum and Instruction and the Director of Special Programs, will support the walk-throughs and PLCs at the school level. The goal is to attend at least one PLC per grade level/subject area per month. The district facilitates coach attendance at the PAEC sponsored Coaches' Cadre. Coaches are given additional summer days for planning and professional development.

5. How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

Job descriptions have been revised to ensure the protected time of Literacy coaches so they can perform modeling, co-teaching and coaching cycles. The Assessment Coordinator shares data with coaches during each assessment period for coaching data talks with teachers during PLCs or department/subject area meetings. These data talks include analyzing the PM data for each PM period in order to plan for instruction for tier 1, tier 2 and tier 3. The expectation is to establish goals to increase student mastery of reading skills/benchmarks. Our SRLD, director of curriculum and instruction, literacy coaches and principal meet with the teachers during these PLC/data meetings. The district supports coaches by providing PL through the monthly coaches' cadres at PAEC, Just Read, Florida summer literacy institutes and PAEC literacy institutes. The district has also provided information about earning literacy coach endorsement through FCRR and UF Lastinger Center. Three literacy coaches have completed their literacy coach endorsement using this pathway. Literacy coaches are given 10 days in June and 10 days in July to attend trainings, as well as plan professional learning for our teachers during summer PL and throughout the school year.

6. How does the district monitor implementation of the literacy coach model?

Walkthroughs, observation, administrative conferences, sign-in sheets, weekly calendar of events, agendas for PLCs, etc.

7. How does the district measure the effectiveness of literacy coaches?

Literacy coaches are evaluated using Marzano's iObservation tool for non-classroom instructional support personnel. They create a growth plan at the beginning of the school year and collect evidence to meet their selected goals. Coaches meet with the school admin and director of curriculum and instruction to review progress toward goals, review school, student and teacher data, and work to resolve any concerns in meeting their goals.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 + T2 + T3, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

All students, including students with disabilities and English language learners will exhibit strong foundational skills and mastery of standards, resulting in improved academic performance. Teachers in grades K-2 have participated in the UFLI Canvas course and partnership to learn how to teach UFLI with fidelity. Teachers in grades 3-5 have worked with our SRLD to increase knowledge of teaching foundational reading skills, as well as improve tier 1 instruction with the reading and writing connection. Tier 1 provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.

Elementary schedule will not only provide the uninterrupted 90-minute reading block but will also include a 30-minute intervention time. Students will be taught all early literacy skills and components of reading during their core instruction time. Differentiation for Tier 2 and Tier 3 will take place during the intervention block. Tier 2 instruction will take place twice a week for 20-30 minutes and Tier 3 instruction will take place 3 times per week for 30 minutes.

Our Secondary schedule will incorporate Tier 1 and Tier 2 in the ELA class, using foundational skills standards for intervention when needed. Our Tier 3 students will be served in a remediation class, during

which our teacher, literacy coaches and MTSS coach will be collaborating to provide the interventions and documentation of the individualized plan.

Strategies:

Implement strategies to improve standards-based instruction:

- Instructional coaches will work with teachers to align standards to drive instructional support and feedback to teachers
- Administrators will conduct all observations based on Standards-Based Planning, Standards-Based Instruction, and Conditions for Learning to provide feedback
- Principals will maintain the number and frequency of all observations by joint scheduling with APs
- The Leadership Team will conduct district walk throughs to ensure implementation of district expectations

Progress Monitoring/ Management Measures:

- Percent of Tier 1, 2, and 3 teachers that are observed, co-taught, and provided feedback by coaches
- Percent of Tier 1, 2, and 3 teachers that are observed and provided feedback by administrators
- Percent of students scoring at or above Level 3 on ELA, Math, Science, and Civics progress on state progress monitoring assessments

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

PreK students will take the FAST STAR Early Literacy test 3 times per year through the Early Learning Coalition. Certified CDAs instruct using a standards-based curriculum. The ESE Pre-K class is provided with a paraprofessional for extra support.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

FrogStreet is a PreK curriculum that includes differentiated instruction to scaffold for students with special needs and English language learners. The curriculum includes 9 units that incorporate phonemic awareness, letter identification, sequencing cards, vocabulary cards, and other instructional routines grounded in the science of reading.

Sound Partners is a research-based, supplementary reading program to teach early reading skills. It emphasizes phonemic and alphabetic skills, phonemic decoding skills and oral reading practice with decodable texts

Teach Town is a comprehensive curriculum specifically designed for exceptional education classrooms. Launch for PreK provides curriculum that focuses on literacy, language and social communication.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

Sound Partners reading intervention curriculum will be taught by a certified elementary and ESE teacher with reading endorsement 3-5 x a week 30 minutes per day. This curriculum focuses on early reading skills such as phonemic awareness and alphabetic principle, phonemic decoding skills and oral reading practice with decodable texts.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
DIBELS	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Benchmark Advance Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
STAR Early Literacy	☒ VPK ☒ PreK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Star Reading	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
STAR CBM	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Lexia Core 5	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
UFLI Foundations Placement Test	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Summit K-12	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 2 x Year ☐ Annually ☐ As Needed ☐ Other

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test

- administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- o Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - o Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - o Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

The MTSS team meets to review the prior spring FAST ELA PM3 data (Grade 3) and FAST STAR/STAR Early Literacy data (Grades K-2) to identify students with reading deficiencies for the fall semester. The process for identifying tier 2 or tier 3 students is identified in the MTSS tier 2 and tier 3 decision trees. K-3 students with the scores listed below are identified as having substantial reading deficiencies. Criteria can also include formative and summative ELA assessments, grades, DIBELS and teacher observations. A single data point will not be used to indicate that a student needs tier 2 or tier 3 interventions.

Tier 3: Students in grades K-2 who score below the 10th percentile rank and/or Level 1 are identified as Tier 3 and/or students in grade 3 who score below the 20th percentile rank and/or Level 1 are identified as Tier 3 and/or additional criteria for tier 3 can include classroom ELA grades 60 or below.

Tier 2: Students in grades K-2 scoring between the 10th and 34th percentiles and/or Level 2 are identified as Tier 2 and/or Students in grade 3 who score between the 20th and 34th percentile and/or Level 2 are identified as Tier 2 and/or additional criteria for tier 2 can include classroom ELA grades of 61-74.

These percentages, as well as DIBELS and classroom ELA assessments, are reviewed after each of the three progress monitoring assessments. Intensive instruction is fluid, and students can move from one level to another throughout the year based on the results of the FAST ELA assessments and progress monitoring that occurs within the intervention.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The MTSS team meets to review the prior spring FAST ELA PM3 data for grades 4-5 to identify students with reading deficiencies for the fall semester. The process for identifying tier 2 or tier 3 students is identified in the MTSS tier 2 and tier 3 decision trees. Students with the scores listed below are identified as having substantial reading deficiencies. Criteria can also include formative and summative ELA assessments, DIBELS, ELA grades and teacher observations. A single data point will not be used to indicate that a student needs tier 2 or tier 3 interventions.

Tier 3: Students in grades 4-5 who score level 1 on the FAST ELA PM are identified as Tier 3. Additional criteria for tier 3 can include classroom ELA grades of 60 and below.

Tier 2: Students in grades 4-5 who score level 2 on the FAST ELA PM are identified as Tier 2. Additional criteria for tier 2 can include classroom ELA grades of 61-74.

These percentages are reviewed after each of the three progress monitoring assessments. Intensive instruction is fluid, and students can move from one level to another throughout the year based on the results of the FAST ELA assessments and progress monitoring that occurs within the intervention.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

To be able to identify students for characteristics of dyslexia, students in grade K-3 must first take the FAST assessment. Students in kindergarten and 1st grade should begin with FAST Star Early Literacy. By 2nd grade, students should use FAST Star Reading. All K-2 students will also be given the DIBELS screener 3 x year and data will be reviewed for areas in need of interventions. Students in grades 3-5 who exhibit characteristics of dyslexia will also be given the STAR CBM screener 3x year. Teachers will provide the tier 2 and tier 3 interventions, which will be monitored for fidelity by the MTSS coaches and school admin. The district will hold monthly meetings with the MTSS team to review student data. The data will be reviewed, and groups of students are fluid with students moving within tiers as indicated by their scores.

3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

Students who exhibit characteristics of dyslexia are given the DIBELS screener. If a screener shows characteristics of dyslexia, the district will require that the teacher provides interventions that target the skill deficits with small group instruction and tier 3 reading interventions. The student could also receive interventions with the reading interventionist who supports elementary students during the school day.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

For tier 1 instruction, teachers will incorporate the literacy instruction practice profiles into their instructional practices. Ongoing PL is provided by the literacy coach and SRLD to improve Tier 1 instruction, including the reading/writing connection. The school administrators will monitor teacher-level data meetings/PLCs monthly. These meetings include analyzing content and domains for each PM assessment period, classroom grades, and DIBELS scores. The school administrators also incorporate formal and informal observations and monitor lesson plans.

Other methods of monitoring Tier 1 instruction includes:

- Grade Level collaboration and team meetings weekly.
- Literacy Leadership Team Meetings monthly
- Content and Domain Data Analysis quarterly
- Walk throughs by administration and instructional coach with feedback monthly
- All K-2 students will take the DIBELS. Students with reading deficiencies in grades 3-5 will take the STAR CBM.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

For tier 2 instruction, the school administrators, literacy coach and MTSS coach will conduct walkthroughs and observations monthly during the ELA and reading intervention periods and provide meaningful and timely feedback. School administrators, coaches and teachers review tier 2 data from FAST 3 times per year, STAR reading/STAR Early Literacy monthly, and Benchmark Advance monthly for student gains in proficiency monthly. If a teacher needs support, a coaching cycle will begin. The instructional coach will work with the teacher to set goals and monitor implementation of effective strategies.

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

For tier 3 instruction, the school administrators, literacy coach and MTSS coach will monitor PM data, classroom grades and incorporate formal and informal observations twice a month in the ELA and reading intervention periods to provide meaningful and timely feedback. The school administrators, literacy coaches, MTSS coach and teachers review tier 3 data from FAST 3 times per year, STAR Reading/STAR Early Literacy monthly and Benchmark Advance monthly for student gains in proficiency twice a month. The teacher and/or interventionist will document interventions weekly to share with the MTSS team. The district MTSS team meeting will be held once a month to review tier 3 students' PM and classroom grade data. If a teacher needs support, a coaching cycle will begin. The instructional coach will work with the teacher to set goals and monitor implementation of effective strategies.

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: KG FAST - SS 134+, and/or Level 3 and above and/or classroom grades in ELA 75% or above 1 st grade FAST - SS 153+, and/or Level 3 and above and/or classroom grades in ELA 75% and above 2 nd grade FAST – SS 183+, and/or Level 3 and above and/or classroom grades in ELA 75% and above 3 rd grade FAST – Level 3, 4 or 5; FAST SS 201+, and/or classroom grades in ELA 75% or above 4 th grade FAST – Level 3, 4 or 5; FAST SS 213+, and/or classroom grades in ELA 75% or above 5 th grade FAST – Level 3, 4 or 5; FAST SS 222+, and/or classroom grades in ELA 75% or above	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Students who score a level 3, 4 or 5 on FAST ELA and/or classroom ELA assessment grades above 75%	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance	2026
	2023

UFLI Foundations		
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Tier 2 interventions will be added for students who score level 2 on their PM1 or PM2 ELA FAST assessment. They will receive tier 1 instruction and tier 2 interventions when the MTSS ELA data shows a reading deficiency. Other indicators include not meeting grade level expectations scoring 74% or below on classroom ELA assessments and benchmarks in core ELA instruction, a level 2 on progress monitoring assessments, teacher observation or formative assessments such as FAST, Star, and DIBELS. Students scoring below the 10 th percentile rank in grades K, 1, 2, 4, and 5 on the FAST/Star would indicate a need for the addition of Tier 3 interventions. Students in 3 rd grade scoring below the 20 th percentile rank on FAST would prompt for the addition of Tier 3 interventions. Students in K-2 taking DIBELS and score below the 20 th percentile would indicate the need for the addition of Tier 3 interventions. A single data point will not be used to indicate that a student needs tier 3 interventions.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Tier 2 interventions will be provided to students based on prior end of year data that includes a reading deficiency as indicated below from PM3 of the previous spring (Level 2): KG FAST Reading SS 114-133 and/or classroom ELA grades between 61 and 74 1 st FAST Reading SS 135-152 and/or classroom grades between 61 and 74 2 nd FAST Reading SS 166-182 and/or classroom grades between 61 and 74 3 rd FAST ELA Level 2; FAST SS 186+ and/or classroom ELA grades between 61 and 74 4 th FAST ELA Level 2; FAST SS 199+ and/or classroom ELA grades between 61 and 74 5 th FAST ELA Level 2; FAST SS 206+ and/or classroom ELA grades between 61 and 74		
Number of times per week interventions are provided: Tier 2 interventions are provided 2 times per week; Tier 3 interventions are provided 3-5 times per week Number of minutes per intervention session: Tier 2 interventions are provided for 20-30 minutes per session. Tier 3 interventions are provided for 30 minutes per session.		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Benchmark Advance small group/intervention component		Part of core adopted curriculum
Reading Fluency and Comprehension		Reading Fluency and Comprehension Instructional Practices (FCRR Student Center Activities) does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide

Instructional Practices (FCRR Student Center Activities) - During PLCs and grade level meetings, teachers will review ELA data from FAST, FAST STAR/STAR Early Literacy, DIBELS or classroom ELA assessments. Resources from FCRR will be selected that support the skill deficits in ELA for the tier 2 small group instruction. Teachers will use these lesson plans and activities to teach the foundational reading skills in small group to the Tier 2 students.		Recommendation(s) support the program. Intervention Lessons are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers". The following recommendations from these guides are embedded within the instructional routines of Reading Fluency and Comprehension Instructional Practices (FCRR Student Center Activities) Foundations Intervention lessons: 1. Develop awareness of the segments of sounds in speech and how they link to letters (strong) 2. Teach students to decode words, analyze word parts, and write/recognize words (strong) 3. Build students' decoding skills so they can read multisyllabic words. (strong) 4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate) 5. Provide purposeful fluency building activities (strong) 6. Routinely use a set of comprehension building practices to help students make sense of text (strong) These recommendations were built into the program by explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district will support and monitor implementation of this program through walk-throughs, PLCs/grade level meetings with teachers to review and analyze students responses to interventions. Professional learning will be provided for the Reading Fluency and Comprehension Instructional Practices (FCRR Student Center Activities) Foundations program during pre-planning and as needed throughout the year.
Lexia Core5 Reading May include teacher directed lessons	Moderate	
UFLI Foundations (small group)		
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K-12		Summit K-12 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program. Intervention Lessons are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers". The following recommendations from these guides are embedded within the instructional routines of Summit K-12 Intervention lessons: 1. Develop awareness of the segments of sounds in speech and how they link to letters (strong) 2. Teach students to decode words, analyze word parts, and write/recognize words (strong) 3. Build students' decoding skills so they can read multisyllabic words. (strong) 4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate) 5. Provide purposeful fluency building activities (strong) 6. Routinely use a set of comprehension building practices to help students make sense of text (strong) These recommendations were built into the program by provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district will support and monitor implementation of this program through walk-throughs, PLCs/grade level meetings with teachers to review and analyze students responses to interventions. Professional learning will be provided for the Summit k-12 program during pre-planning and as needed throughout the year.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. All programs/materials/strategies used to support students with a reading deficiency, or characteristics of dyslexia are provided multisensory interventions. Multisensory interventions include strategies such as cooperative learning strategies, visual aids, stories/lessons read orally, tracing letters on textured surfaces, using magnetic letters and videos. These are also based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive		

Intervention. All programs provided for general education students are available for use for students with disabilities, IEPs, and ELL students.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Tier 3 interventions will be added for students who score level 1 on their PM1 or PM2 ELA FAST assessment. They will receive tier 1 instruction and tier 2 and tier 3 interventions when the MTSS ELA data shows a reading deficiency. Other indicators include not meeting grade level expectations scoring 60% or below on classroom ELA assessments and benchmarks in core ELA instruction, on progress monitoring assessments, teacher observation or formative assessments such as FAST, Star, DIBELS. Students scoring below the 10th percentile rank in grades K, 1, 2, 4, and 5 on the FAST/Star would indicate a need for the addition of Tier 3 interventions. Students in 3rd grade scoring below the 20th percentile rank on FAST would prompt for the addition of Tier 3 interventions. Students in K-2 taking DIBELS and score below the 20th percentile would indicate the need for the addition of Tier 3 interventions. A single data point will not be used to indicate that a student needs tier 3 interventions.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: KG FAST Reading SS 0-113 and/or level 1 on the previous year PM3 FAST and/or classroom grades in ELA 60 and below and/or were previously retained 1st FAST Reading SS 0-134 and/or level 1 on the previous year PM3 FAST and/or classroom grades in ELA 60 and below and/or were previously retained 2nd FAST Reading SS 0-165 and/or level 1 on the previous year PM3 FAST and/or classroom grades in ELA 60 and below and/or were previously retained 3rd FAST ELA Level 1; FAST SS 140+ and/or level 1 on the previous year PM3 FAST and/or classroom grades in ELA 60 and below and/or were previously retained 4th FAST ELA Level 1; FAST SS 154+ and/or classroom grades in ELA 60 and below 5th FAST ELA Level 1; FAST SS 160+ and/or classroom grades in ELA 60 and below		
Number of times per week interventions are provided: 3 times per week		
Number of minutes per intervention session: 30 minutes per session		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations (intensive-small group)		
Lexia Core5 Reading Must include teacher directed	Moderate	

lessons in small group in grades K-5		
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K-12		Summit K-12 does not meet strong, moderate or promising levels of evidence; however, the following WWD Practice Guide Recommendation(s) support the program. Intervention Lessons are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers". The following recommendations from these guides are embedded within the instructional routines of Summit K-12 Intervention lessons: 1. Develop awareness of the segments of sounds in speech and how they link to letters (strong) 2. Teach students to decode words, analyze word parts, and write/recognize words (strong) 3. Build students' decoding skills so they can read multisyllabic words. (strong) 4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate) 5. Provide purposeful fluency building activities (strong) 6. Routinely use a set of comprehension building practices to help students make sense of text (strong) These recommendations were built into the program by using intervention lessons that are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district will support and monitor implementation of this program through walk-throughs, PLCs/grade level meetings with teachers to review and analyze students responses to interventions. Professional learning will be provided for the

		Summit k-12 program during pre-planning and as needed throughout the year.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. All programs/materials/strategies used to support students with a reading deficiency, or characteristics of dyslexia are provided multisensory interventions. Multisensory interventions include strategies such as cooperative learning strategies, visual aids, stories/lessons read orally, tracing letters on textured surfaces, using magnetic letters and videos. These are also based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention. All programs provided for general education students are available for use for students with disabilities, IEPs, and ELL students.		

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 3-30, Monday-Thursday, 8am-1pm
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Benchmark Advance
Alternative Assessment Used: STAR Reading
Additional Information (optional):

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☒ Yes ☐ No
If yes, please describe the grade level(s) that will be invited to participate. K-2 Reading and Math Camp and VPK Summer Bridge Program for rising kindergartners.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
STAR Reading CBM	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
ThinkCERCA	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
STAR Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Read 180 – Secondary Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
		☒ Vocabulary ☒ Comprehension		☐ Annually ☐ As Needed ☐ Other
NWEA MAP Growth (Read 180)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

The MTSS team meets to review the prior spring FAST ELA PM3 data to identify students in need of reading interventions in grades 6-8. The data is reviewed after each of the three progress monitoring assessments. Intensive instruction is fluid, and students can move from one level to another throughout the year based on the results of more than one assessment. A single data point will not be used to indicate that a student needs tier 2 or tier 3 interventions.

Tier 2 interventions will be added for students who receive tier 1 instruction with fidelity and when the ELA data shows a reading deficiency in assessed areas. Tier 3 interventions will be added for students who present major gaps in learning.

Other indicators include:

Tier 3: Students in grades 6-8 who score a level 1 on the FAST ELA PM are placed in Tier 3 intervention. Additional criteria for Tier 3 can include classroom ELA grades of 60 and below.

Tier 2: Students in grades 6-8 scoring a level 2 on the FAST ELA PM are identified are placed in Tier 2 interventions. Additional criteria for Tier 2 can include classroom ELA grades of 61-74.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

The school administrators, MTSS coach and literacy coach monitor teacher-level data, conduct walk-throughs, observations, and monitor lesson plans monthly. For tier 1 instruction, teachers will incorporate the literacy instruction practice profiles into their instructional practices. Ongoing PL is provided by the literacy coach and the PAEC literacy consultant to improve Tier 1 instruction. The school administrators will monitor teacher-level data meetings/PLCs monthly. These meetings include analyzing content and domains for each PM assessment period, classroom grades, and STAR reading data.

Other methods of monitoring Tier 1 instruction includes:

- Content area/grade level collaboration and team meetings weekly.

- Literacy Leadership Team Meetings monthly
- Content and Domain Data Analysis quarterly
- Walk throughs by administration and instructional coach with feedback monthly .

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

For tier 2 instruction, the school administrators, literacy coach and MTSS coach will conduct walkthroughs and observations monthly and provide meaningful and timely feedback. School administrators, coaches and teachers review tier 2 data from FAST 3 times per year, STAR Reading and ThinkCERCA monthly for student gains in proficiency monthly. If a teacher needs support, a coaching cycle will begin. The instructional coach will work with the teacher to set goals and monitor implementation of effective strategies.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

For tier 3 instruction, the school administrators, literacy coach and MTSS coach will monitor PM data, classroom grades and incorporate formal and informal observations twice a month to provide meaningful and timely feedback. The school administrators, literacy coaches, MTSS coach and teachers review tier 3 data from FAST 3 times per year, STAR Reading and ThinkCERCA ELA assessments for student gains in proficiency twice a month. The teacher and/or interventionist will document interventions weekly to share with the MTSS team. The district MTSS team meeting will be held once a month to review tier 3 students' PM and classroom grade data. If a teacher needs support, a coaching cycle will begin. The instructional coach will work with the teacher to set goals and monitor implementation of effective strategies.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year:	
6 th Grade-FAST ELA Level 3, 4 or 5; FAST SS 225+, SS 237+, SS 250+; classroom grades in ELA 75% or above	
7 th Grade-FAST ELA Level 3, 4 or 5; FAST SS 232+, SS 242+, SS 257+; classroom grades in ELA 75% or above	
8 th Grade-FAST ELA Level 3, 4 or 5; FAST SS 238+, SS 251+, SS 262+ ; classroom grades in ELA 75% or above	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
Students who score a level 3, 4 or 5 on FAST ELA; classroom ELA assessment grades 75% or above	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
ThinkCERCA	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Tier 2 interventions will be added for students who receive tier 1 instruction when the MTSS ELA data shows a reading deficiency. Other indicators include not meeting grade level expectations and benchmarks in core ELA instruction and/or on progress monitoring assessments and/or teacher observation or formative assessments such as FAST Reading and classroom ELA assessment grades. A single data point will not be used to indicate that a student needs tier 2 interventions. Students in grades 6-8 scoring FAST Reading level 2 or classroom grades below 75% would indicate the need for tier 2 interventions. Students scoring FAST Reading level 1 would indicate a need for the addition of Tier 3 interventions.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: 6 th Grade-FAST ELA Level 2; FAST SS 209 or below and/or classroom grades in ELA between 61 and 74 7 th Grade-FAST ELA Level 2; FAST SS 215 or below and/or classroom grades in ELA between 61 and 74 8 th Grade-FAST ELA Level 2; FAST SS 220 or below and/or classroom grades in ELA between 61 and 74		
Number of times per week interventions are provided: 3 times per week Number of minutes per intervention session: 15-20 minutes Course(s) where interventions take place: English		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Literacy	Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K-12		Summit K-12 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program. All intervention programs and strategies are supported by recommendations included in IES Practice Guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to Write Effectively". The following recommendations from these guides are embedded within the instructional structure and sequence of the intervention approaches listed: 1. Provide explicit vocabulary instruction (strong) 2. Provide direct and explicit comprehension strategy instruction (strong) 3. Provide opportunities for extended discussion of text meaning and interpretation (moderate)

		4. Explicitly teach appropriate writing strategies (strong) 5. Integrate writing and reading to emphasize key writing features (moderate) 6. Build student decoding skills so they can read multisyllabic words (strong) 7. Provide purposeful fluency building activities (strong) 8. Routinely use a set of comprehension building practices to help students make sense of text (strong) These recommendations were built into the program by Tier 3 Intervention lessons that are teacher led and provide explicit instruction with multiple opportunities for repeated foundational skill practice. The district will support and monitor implementation of this program through walk-throughs, PLCs/grade level meetings with teachers to review and analyze students responses to interventions. Professional learning will be provided for the Summit k-12 program during pre-planning and as needed throughout the year.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Tier 3 interventions will be added for students who score level 1 on their PM1 or PM2 ELA FAST assessment. They will receive tier 1 instruction and tier 2 and tier 3 interventions when the MTSS ELA data shows a reading deficiency. Other indicators include not meeting grade level expectations scoring 60% or below on classroom ELA assessments and benchmarks in core ELA instruction, on progress monitoring assessments, teacher observation or formative assessments such as FAST, STAR Reading, and classroom reading assessment grades below 60%. Students scoring below the 10th percentile rank in grades 6-8 on the FAST/Star would indicate a need for the addition of Tier 3 interventions. A single data point will not be used to indicate that a student needs tier 3 interventions.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: 6th Grade-FAST ELA Level 1; FAST SS 161 or below and/or classroom ELA grades 60 and below 7th Grade-FAST ELA Level 1; FAST SS 165 or below and/or classroom ELA grades 60 and below 8th Grade-FAST ELA Level 1; FAST SS 169 or below and/or classroom ELA grades 60 and below		
Number of times per week interventions are provided: 3-5 Number of minutes per intervention session: 45 min Course(s) where interventions take place: Intensive Reading		
Intensive, Individualized Instruction/Interventions		

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 – Secondary Reading	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SummitK-12		Summit K-12 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program. All intervention programs and strategies are supported by recommendations included in IES Practice Guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to Write Effectively". The following recommendations from these guides are embedded within the instructional structure and sequence of the intervention approaches listed: 1. Provide explicit vocabulary instruction (strong) 2. Provide direct and explicit comprehension strategy instruction (strong) 3. Provide opportunities for extended discussion of text meaning and interpretation (moderate) 4. Explicitly teach appropriate writing strategies (strong) 5. Integrate writing and reading to emphasize key writing features (moderate) 6. Build student decoding skills so they can read multisyllabic words (strong) 7. Provide purposeful fluency building activities (strong) 8. Routinely use a set of comprehension building practices to help students make sense of text (strong)

		Tier 3 Intervention These recommendations were built into the program by implementing lessons that are teacher-led and provide explicit instruction with multiple opportunities for repeated foundational skill practice. The district will support and monitor implementation of this program through walk-throughs, PLCs/grade level meetings with teachers to review and analyze students responses to interventions. Professional learning will be provided for the Summit k-12 program during pre-planning and as needed throughout the year.
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Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
STAR CBM	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
ThinkCERCA	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
				☐ Other
NWEA MAP Growth (Read 180)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Summit K-12	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

The MTSS team meets to review the prior spring FAST ELA PM3 data to identify students in need of reading interventions in grades 6-8. The data is reviewed after each of the three progress monitoring assessments. Intensive instruction is fluid, and students can move from one level to another throughout the year based on the results of more than one assessment. A single data point will not be used to indicate that a student needs tier 2 or tier 3 interventions.

Tier 2 interventions will be added for students who receive tier 1 instruction with fidelity and when the ELA data shows a reading deficiency in assessed areas. Tier 3 interventions will be added for students who present major gaps in learning.

Other indicators include:

Tier 3: Students in grades 6-8 who score a level 1 on the FAST ELA PM are placed in Tier 3 intervention. Additional criteria for Tier 3 can include classroom ELA grades of 60 and below.

Tier 2: Students in grades 6-8 scoring a level 2 on the FAST ELA PM are identified are placed in Tier 2 interventions. Additional criteria for Tier 2 can include classroom ELA grades of 61-74 .

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15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

The school administrators, MTSS coach and literacy coach monitor teacher-level data, conduct walk-throughs, observations, and monitor lesson plans monthly. For tier 1 instruction, teachers will incorporate

the literacy instruction practice profiles into their instructional practices. Ongoing PL is provided by the literacy coach and the PAEC literacy consultant to improve Tier 1 instruction. The school administrators will monitor teacher-level data meetings/PLCs monthly. These meetings include analyzing content and domains for each PM assessment period, classroom grades, and STAR reading data.

Other methods of monitoring Tier 1 instruction includes:

- Content area/grade level collaboration and team meetings weekly.
- Literacy Leadership Team Meetings monthly
- Content and Domain Data Analysis quarterly
- Walk throughs by administration and instructional coach with feedback monthly.

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

For tier 2 instruction, the school administrators, literacy coach and MTSS coach will conduct walkthroughs and observations monthly and provide meaningful and timely feedback. School administrators, coaches and teachers review tier 2 data from FAST 3 times per year, STAR Reading and ThinkCERCA monthly for student gains in proficiency monthly. If a teacher needs support, a coaching cycle will begin. The instructional coach will work with the teacher to set goals and monitor implementation of effective strategies.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The school administrators, literacy coach and MTSS coach will monitor PM data, classroom grades and incorporate formal and informal observations twice a month to provide meaningful and timely feedback. The school administrators, literacy coaches, MTSS coach and teachers review tier 3 data from FAST 3 times per year, STAR Reading and ThinkCERCA ELA assessments monthly for student gains in proficiency twice a month. The teacher and/or interventionist will document interventions weekly to share with the MTSS team. The district MTSS team meeting will be held once a month to review tier 3 students' PM and classroom grade data. If a teacher needs support, a coaching cycle will begin. The instructional coach will work with the teacher to set goals and monitor implementation of effective strategies.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year:	
9 th Grade-FAST ELA Level 3, 4 or 5; FAST SS 242+, SS 254+, SS 267+ and/or classroom grades in ELA 75% or above	
10 th Grade-FAST ELA Level 3, 4 or 5; FAST SS 247+, SS 258+, SS 271+ and/or classroom grades in ELA 75% or above	
11 th Grade-FAST ELA Level 3, 4 or 5 (from 10 th grade year) and/or classroom grades in ELA 75% or above	
12 th Grade-classroom grades in ELA 75% or higher and/or graduation requirements met	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
Students who score a level 3, 4 or 5 on FAST ELA ; classroom ELA assessment grades 75% or above	

Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
Think CERCA		2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Tier 2 interventions will be added for students who receive tier 1 instruction when the MTSS ELA data shows a reading deficiency. Other indicators include not meeting grade level expectations and benchmarks in core ELA instruction and/or on progress monitoring assessments and/or teacher observation or formative assessments such as FAST Reading and classroom ELA assessment grades. A single data point will not be used to indicate that a student needs tier 2 interventions. Students in grades 9-12 scoring FAST Reading level 2 or classroom grades below 75% would indicate the need for tier 2 interventions. Students scoring FAST Reading level 1 would indicate a need for the addition of Tier 3 interventions		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: 9 th Grade-FAST ELA Level 2; FAST SS 224 and below and/or classroom grades in ELA between 61 and 74 10 th Grade-FAST ELA Level 2; FAST SS 230 and below and/or classroom grades in ELA between 61 and 74 11 th Grade-FAST ELA Level 2 and/or classroom grades in ELA between 61 and 74 12 th Grade FAST ELA Level 2 and/or classroom grades in ELA between 61 and 74		
Number of times per week interventions are provided: 3 times per week Number of minutes per intervention session: 15-20 minutes Course(s) where interventions take place: English		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
IXL		IXL does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program. All intervention programs and strategies are supported by recommendations included in IES All intervention programs and strategies are supported by recommendations included in IES Practice Guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to Write Effectively". The following recommendations from these guides are embedded within the instructional structure and sequence of the intervention approaches listed:

		1. Provide explicit vocabulary instruction (strong) 2. Provide direct and explicit comprehension strategy instruction (strong) 3. Provide opportunities for extended discussion of text meaning and interpretation (moderate) 4. Explicitly teach appropriate writing strategies (strong) 5. Integrate writing and reading to emphasize key writing features (moderate) 6. Build student decoding skills so they can read multisyllabic words (strong) 7. Provide purposeful fluency building activities (strong) 8. Routinely use a set of comprehension building practices to help students make sense of text (strong) Tier 3 These recommendations were built into the program and are teacher led and provide explicit instruction with multiple opportunities for repeated foundational skill practice. The district will support and monitor implementation of this program through walk-throughs, PLCs/grade level meetings with teachers to review and analyze students responses to interventions. Professional learning will be provided for the IXL program during pre-planning and as needed throughout the year.
Read 180 – Secondary Reading	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K-12		Summit K-12 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program. All intervention programs and strategies are supported by recommendations included in IES

		Practice Guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to Write Effectively". The following recommendations from these guides are embedded within the instructional structure and sequence of the intervention approaches listed: 1. Provide explicit vocabulary instruction (strong) 2. Provide direct and explicit comprehension strategy instruction (strong) 3. Provide opportunities for extended discussion of text meaning and interpretation (moderate) 4. Explicitly teach appropriate writing strategies (strong) 5. Integrate writing and reading to emphasize key writing features (moderate) 6. Build student decoding skills so they can read multisyllabic words (strong) 7. Provide purposeful fluency building activities (strong) 8. Routinely use a set of comprehension building practices to help students make sense of text (strong) Tier 3 Intervention These recommendations were built lessons are teacher led and provide explicit instruction with multiple opportunities for repeated foundational skill practice The district will support and monitor implementation of this program through walk-throughs, PLCs/grade level meetings with teachers to review and analyze students responses to interventions. Professional learning will be provided for the Summit k-12 program during pre-planning and as needed throughout the year.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Tier 3 interventions will be added for students who receive tier 1 instruction and tier 2 interventions when the FAST ELA shows a reading deficiency or who make a level 1 on the FAST ELA PM assessments. Other indicators include not meeting grade level expectations above 60% and benchmarks in core ELA instruction, on progress monitoring assessments, teacher observation or formative assessments such as STAR. A single data point will not be used to indicate that a student needs tier 3 interventions.		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: 9th Grade-FAST ELA Level 1; FAST SS 174 and below and/or classroom ELA grades 60 and below 10th Grade-FAST ELA Level 1; FAST SS 179 and below and/or classroom ELA grades 60 and below 11th Grade-FAST ELA Level 1 from 10th grade and/or classroom ELA grades 60 and below 12th Grade-classroom ELA grades 60 and below and/or ELA grad requirement not met		
Number of times per week interventions are provided: 3-5 Number of minutes per intervention session: 45 Course(s) where interventions take place: Intensive Reading		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 – Secondary Reading	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K-12		Summit K-12 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program. All intervention programs and strategies are supported by recommendations included in IES Practice Guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to Write Effectively". The following recommendations from these guides are embedded within the instructional structure and sequence of the intervention approaches listed: 1. Provide explicit vocabulary instruction (strong) 2. Provide direct and explicit comprehension strategy instruction (strong)

		3. Provide opportunities for extended discussion of text meaning and interpretation (moderate) 4. Explicitly teach appropriate writing strategies (strong) 5. Integrate writing and reading to emphasize key writing features (moderate) 6. Build student decoding skills so they can read multisyllabic words (strong) 7. Provide purposeful fluency building activities (strong) 8. Routinely use a set of comprehension building practices to help students make sense of text (strong) Tier 3 Intervention These recommendations were built into the program by lessons that are teacher led and provide explicit instruction with multiple opportunities for repeated foundational skill practice. The district will support and monitor implementation of this program through walk-throughs, PLCs/grade level meetings with teachers to review and analyze students responses to interventions. Professional learning will be provided for the Summit K-12 program during pre-planning and as needed throughout the year.
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5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
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JRF! Universal Webinars	K-5 Teachers	Science of Reading in Action in the BEST ELA Classroom, Accelerating Reading Growth, Success through Tier 1 Instruction
Foundational Reading Skills	K-5 Teachers	Foundational Reading Skills-Implementation of Lessons to teach skills, small group instruction
Foundational Reading Skills-Secondary	6-12 ELA Teachers	Foundational reading skills for secondary teachers
Read 180 Training	Intensive Reading Teacher	Overview of Read 180 program: lessons, computer, individual reading components, small group and assessments
FL FAST-Using Data to Plan Instruction	K-12 Teachers	Understanding how learning progression can help when planning, Data analysis to identify student proficiency of skills, using data and resources to plan instruction
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. Professional learning opportunities are shared with instructional personnel, certified pre-k teachers, and support staff through online opportunities, as well as in person. Online opportunities include UF Lastinger Center reading endorsement cohorts, the Emergent Micro-Credential, Elementary Micro-Credential and Secondary Micro-Credential, FCRR and PAEC ePDC courses to earn reading endorsement.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Professional learning is differentiated based on teacher needs. This is determined by a few methods. A needs assessment is sent out to request teacher input in areas they would like to receive professional learning. Teachers who need support in analyzing student data are provided with guidance by the literacy coach, MTSS coach, school administrators and/or assessment coordinator to understanding the data (PM, STAR, DIBELS, classroom assessments), how to group students for differentiating instruction and how to reassess student progress. Teachers are also provided support during PLCs, individual or small group support by the literacy coach or MTSS coach and/or during one of the scheduled professional learning days for teachers. Administrators and coaches use walkthrough data and PM data to differentiate and recommend PL for different teacher needs..		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Elementary mentor teachers were identified through learning walks conducted in classrooms and based on student data. Teachers who used effective classroom management and who implemented reading curriculums and taught BEST standards with fidelity were nominated. Those teachers received training from Equitable Literacy to be part of the mentor teacher group for the 2026-2027 school year. These mentor teachers will be used to model ELA instruction, classroom management, small group, and differentiated instruction.		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning.		

The literacy coaches will facilitate bimonthly PLC meetings during common planning times. PLCs will focus on data and planning instruction using BEST ELA standards. Teachers will meet in grade level or subject area teams for PLC meetings that focus on planning standards-based instruction.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
ARK Tutoring	K-5 students with reading deficiency	In-school tutoring 3 days a week for 20-30 minute small-group session focused on foundational skills

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

Families receive letters after their student scores below proficiency on PM 1. At that time, families are notified of resources available to them. Families of students who meet the criteria below receive monthly updates on their student's progress. If a student in grades K-2 scores below the 10th percentile or is unable to complete the practice items and/or the student has been previously retained, they are identified as having a substantial deficiency in reading. Grade 3 students that score below the 20th percentile on the beginning or middle of the year test administration and/or scores a level 1 on the end-of-year assessment and/or the student has been previously retained, are identified as having a substantial reading deficiency.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

New Worlds Reading Initiative: Franklin County partners with PAEC for two tabling events and two parent night events to promote the NWRI. Chromebooks are available for parents to sign up for the free books for students in PreK-5 students who score level 1 or 2 on the FAST ELA. PAEC presents information to parents to support the Read At Home Plan, as well as strategies to promote family support to engage in literacy activities and reading at home.

8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

Describe how the district prioritizes the assignment of highly effective teachers, as identified in [s. 1012.34\(2\)\(e\), F.S.](#), from kindergarten to grade 2.

Based teacher observation data, as well as student performance on FAST PM3 data, we are placing teachers who had the higher scores in the K-2 classrooms. The district assigns highly effective teachers to grades K-2 who are certified in elementary ed and reading endorsed. We have two teachers who are elementary ed certified, but not reading endorsed. One is an international teacher and the other is a recent graduate who is working on reading endorsement. The other seven teachers have both elementary ed certification and reading endorsement.

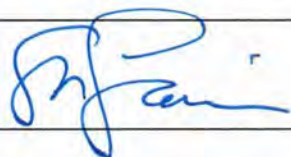
9) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Signature:



Date:

7/30/2020